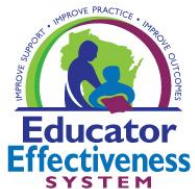


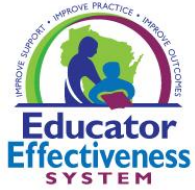
## Teacher Educator Effectiveness Plan (EEP)



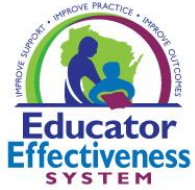
After analyzing your Self-Review of Professional Practice, and student data, use this information to develop and record your SLO and PPG. Identify professional growth strategies and support needed to help achieve the SLO and PPG.

Submit this completed EEP to your evaluator prior to your planning session. The quality indicators in the first column are intended to guide SLO development. Note: You do not necessarily need to answer/address all of the criteria within the SLO entries.

Quality Indicators	SLO #1
<b>Baseline Data and Rationale</b> <ul style="list-style-type: none"><li>✓ What sources(s) of data did you examine in selecting this SLO?</li><li>✓ Summarize trends and patterns</li><li>✓ If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal.</li><li>✓ Did you consider both qualitative and quantitative data?</li></ul>	<b>Baseline Data and Rationale</b>
<b>Learning Content/Grade Level</b> <ul style="list-style-type: none"><li>✓ Which content standards are relevant to/related to/in support of your goal?</li><li>✓ Is this content reinforced throughout the interval of this goal?</li><li>✓ Did you identify the national, state, or local standards relevant to your role in the district?</li></ul>	<b>Learning Content/Grade Level</b>
<b>Student Population</b> <ul style="list-style-type: none"><li>✓ Which students are included in the target population?</li><li>✓ How does the data analysis support the identified student population?</li></ul>	<b>Student Population</b>
<b>Targeted Growth</b> <ul style="list-style-type: none"><li>✓ Is the starting point for each target student identified?</li><li>✓ How did you arrive at these growth goals?</li></ul>	<b>Targeted Growth</b>



<p><b>Interval</b></p> <ul style="list-style-type: none"> <li>✓ Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.)?</li> </ul>	<p><b>Interval</b></p>
<p><b>Evidence Sources</b></p> <ul style="list-style-type: none"> <li>✓ What <u>benchmark assessments</u> will be used (pre-instruction, mid-interval, post-instruction)?</li> <li>✓ What <u>formative practices</u> will be used to monitor progress throughout the interval?</li> <li>✓ What summative assessment will be used to determine student growth at the end of the interval?</li> </ul> <p>Is the assessment:</p> <ul style="list-style-type: none"> <li>✓ Aligned to the instructional content within the SLO?</li> <li>✓ Free of bias?</li> <li>✓ Appropriate for the identified student population?</li> </ul>	<p><b>Evidence Sources</b></p>



<b>SLO goal statement (SMART criteria)</b> <ul style="list-style-type: none"> <li>✓ Specific</li> <li>✓ Measurable</li> <li>✓ Attainable</li> <li>✓ Results-based</li> <li>✓ Time-bound</li> </ul>	<b>SLO goal statement</b>
<b>Instructional Strategies and Supports</b> <ul style="list-style-type: none"> <li>✓ What professional development opportunities would support this goal?</li> <li>✓ What instructional methods will you employ to move students forward in identified growth?</li> <li>✓ How will you differentiate instruction to support multiple growth goals within your population?</li> <li>✓ Who might you collaborate with in order to support the unique learning needs within your group?</li> </ul>	<b>Instructional Strategies and Supports</b>
<p>The PPG can be informed using the instructional strategies identified in the SLO, or can focus on other areas identified by the educator and/or evaluator.</p> <ul style="list-style-type: none"> <li>✓ Specific</li> <li>✓ Measurable</li> <li>✓ Attainable</li> <li>✓ Results -based</li> <li>✓ Time-bound</li> </ul>	